i-ARKANUL ISLAM CARD

Mohd Khairul Sahrie Bin Abdul Rashid¹ and Wan Rohani Binti Wan Abdullah²

¹Penolong Pegawai Pendidikan, Unit Pendidikan Islam, Sektor Pembelajaran,

Pejabat Pendidikan Daerah Cameron Highlands, Pahang.

E-mail: khairulsahrie@gmail.com

²Sekolah Kebangsaan Brinchang, Cameron Highlands, Pahang

ABSTRACT

Student-centered learning is one of the elements in this 21st century learning. For Islamic Study subjects, entertaining lessons will attract students to be more focused. Thus, playing educational games can be one of the methods to obtain this approach. Therefore, i-Arkanul Islam Card was invented as a teaching aid for Islamic Study subject and as educational game. This card consists of 5 more small cards named I-Shahadah Card, I-Prayer Card, I-Fast Card, I-Zakat Card and I-Hajj Card. This card had been tested in a few selected schools. This card was also tested to a group of Islamic Education Teachers in Cameron Highlands district. As a result of the field study, I-Arkanul Islam Card successfully help pupils in mastering the basic facts contained in the Pillars of Islam. Feedbacks given by the Islamic Study teachers stated that this card is very helpful during the teaching and learning process in classes and very easy to be used. Plus, they also suggest that this innovation can be disseminated by doing content improvements.

Keywords: I-Arkanul Islam Card, educational game, teaching and learning

1. INTRODUCTION

Islamic Study is a core subject in all schools for Muslim students in Malaysia. Islamic Study is a compulsory subject for Muslim students in primary and secondary schools. However, based on our observation, there are many students who do not master the basic knowledge about the pillars of Islam. Hence, I-Arkanul Islam card was invented as an alternative for Islamic Study teachers during teaching and learning process. Students who have cheerful environment and emotion will develop their learning process $faster^1 faster^1$. In this 21st century, the suitable approach towards the effective learning process is using gamification method which is a game-based $learning^2 learning^2$. Gamification is a method that changing activities that are originally not a game-based to a more formal game-based $activities^3 activities^3$. The method of the game is considered as one of the effective methods in learning especially for *children*⁴*children*⁴. Therefore, this card was invented after taking into account some scholars' opinions regarding gamification methods to increase students' interest and also facilitate the teaching and learning process.

1.1. Objectives of I-Arkanul Islam Card

- 1. Students are able to master the basic in Pillars of Islam.
- 2. To create a different teaching and learning environment.
- 3. To encourage students to have strategies to win the game.
- 4. To improve the social skills of students.

2. I-ARKANUL ISLAM CARD DESCRIPTION

2.1 Market Potential of the I-Arkanul Islamic Card

- 1. This I-Arkanul Islam card is a group game concept.
- 2. It is suitable for teaching and learning aids.
- 3. This card has a big potential to be expanded in the world of Islamic Study

2.2 Environmental and Sustainable Aspects

- 1. I-Arkanul Islam card are safe to be used by students.
- 2. This i-Arkanul Islam card is also eco-friendly as it does not contain harmful substances.
- 3. Manual and instructions of this card are easy to understand.

2.3 Advantages of I-Arkanul Islamic Card

- 1. Increases students' interest in Islamic Study subjects
- 2. A thorough involvement of pupils in the teaching and learning process
- 3. Increases students' motivation to master the subtopics.
- 4. It enhances students memory levels of the Pillars of Islam.
- 5. Increasing teaching and learning aids for Islamic Study subjects.

2.4 I-Arkanul Islamic Cards Manual and Instructions

- 1. Game Instruction For I-Arkanul Islam Card
- 2. Arkanul Islam Card Manual For Teaching And Learning Process During Islamic Study

REFERENCES

- 1. Shaffe Mohd Daud, Ramli Basri, Roselan Baki, Sahandri Ghani Hamzah dan Mokhtar Narawi (2011). Pengaruh Amalan Jenaka Terhadap Pengajaran Dan Pembelajaran Murid. Asia Pacific Journal of Educators and Education
- 2. Sebastian Deterding, Miguel Sicart, Lenart Nacke, Kenton O'hara & Dixon. 2011. Gamification: Using Games Design Elements in Non-Gaming Context.
- 3. Hoe, T.W. (2015) Gamification in Learning. Perak. Universiti Pendidikan Sultan Idris
- 4. Haslinda binti Tahir Shah, Lilia Halim & Zanaton binti Iksan.2015. Kaedah Bermain Dalam Meningkatkan Minat Murid Orang Asli Terhadap Sains. International Conference on Language, Education and Innovation Paper Work.

Pejabat Perpustakaan Librarian Office

Universiti Teknologi MARA Cawangan Perak Kampus Seri Iskandar 32610 Bandar Baru Seri Iskandar, " Perak Darul Ridzuan, MALAYSIA 1 Tel: (+605) 374 2093/2453 Faks: (+605) 374 2299

S

Ц Ц

Z



UNIVERSITI TEKNOLOGI

700-KPK (PRP.UP.1/20/1) Surat kami Tarikh 30 Ogos 2022

NOLOGI

3 0 AUG 2022

Universiti Teknologi MARA Per

Tindakan

RIMA

YBhg. Profesor Ts Sr Dr Md Yusof Hamid, PMP, AMP Rektor Universiti Teknologi MARA

Cawangan Perak

YBhg. Profesor

PERMOHONAN KELULUSAN MEMUAT NAIK PENERBITAN UITM CAWANGAN PERAK **MELALUI REPOSITORI INSTITUSI UITM (IR)**

Perkara di atas adalah dirujuk.

Pihak Perpustakaan ingin memohon kelulusan YBhg. Profesor untuk membuat imbasan 2. (digitize) dan memuat naik semua jenis penerbitan di bawah UiTM Cawangan Perak melalui Repositori Institusi UiTM, PTAR.

Tujuan permohonan ini adalah bagi membolehkan akses yang lebih meluas oleh 3. pengguna Perpustakaan terhadap semua bahan penerbitan UiTM melalui laman Web PTAR UiTM Cawangan Perak.

Kelulusan daripada pihak YBhg. Profesor dalam perkara ini amat dihargai.

Sekian, terima kasih.

"WAWASAN KEMAKMURAN BERSAMA 2030"

"BERKHIDMAT UNTUK NEGARA"

Yang benar